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EDUCATIONAL AND OCCUPATIONAL PROGRESS OF RURAL YOUTH IN UTAH--A FOLLOW-UP STUDY.

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THE PURPOSE OF THIS STUDY WAS TO ANALYZE THE EDUCATIONAL AND OCCUPATIONAL EXPERIENCES OF THE 1959 HIGH SCHOOL SENIORS AT JUAB, SANPETE, AND SEVIER COUNTIES UTAH. INFORMATION WAS GATHERED AS OF OCTOBER 1960, AND APRIL 1961, THROUGH THE USE OF MAIL QUESTIONNAIRES AND PERSONAL INTERVIEWS. FINDINGS INCLUDED--(1) RATES OF COLLEGE ATTENDANCE ON THE PART OF THESE RURAL SENIORS WERE BELOW THOSE CHARACTERISTIC OF UTAH, (2) MANY OF THE YOUTH WHO ENROLLED IN COLLEGE WERE ATTENDING A TWO-YEAR COLLEGE, (3) EARLY MARRIAGE WAS CHARACTERISTIC OF THE GIRLS WHO DID NOT ATTEND COLLEGE, AND (4) THE YOUNG MEN NOT IN COLLEGE HAD EXPERIENCED DIFFICULTY IN OBTAINING FULL-TIME EMPLOYMENT IN THE JOBS TO WHICH THEY ASPIRED. (ES)

Educational and Occupational Progress of Rural Youth in Utah
A Follow-up Study

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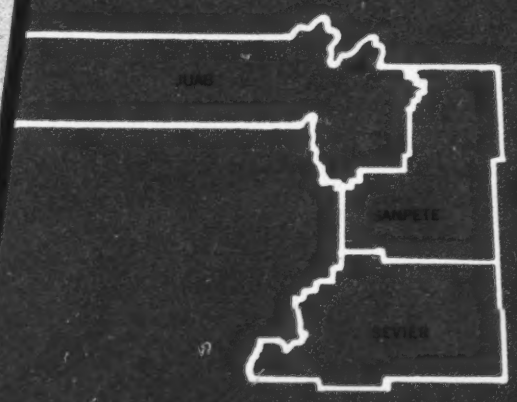

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EDUCATIONAL AND OCCUPATIONAL CHOICES OF RURAL YOUTH IN UTAH: A FOLLOW-UP STUDY

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EDUCATIONAL AND OCCUPATIONAL CHOICES OF RURAL YOUTH IN UTAH: A FOLLOW-UP STUDY[1]

by

John R. Christiansen, James D. Cowhig, and John W. Payne[2]

SUMMARY

This bulletin describes the educational and occupational experience of rural youths who were high school seniors in 1959 in Juab, Sanpete, and Sevier counties, Utah, and is a follow-up of an earlier study of the factors related to the plans and aspirations of these rural youths.

Information on the youths as of October 1960 and April 1961 was obtained through mail questionnaires returned by 85 percent of all persons included in the initial survey. In addition, information was obtained through personal interviews of those who were enrolled in four Utah colleges in 1961 and through questionnaires mailed to those who had entered college in October 1960 but had dropped out of college by April 1961.

Some of the highlights and implications of the study are these:

1. In October 1960 37 percent of all youths included in the follow-up study were enrolled in college.

2. By April 1961 29 percent of all youths were still enrolled in college. The proportion in college is about the same as the proportion of all rural high school seniors who attended college in 1960, but below that for the State of Utah.

3. A majority of both boys and girls were enrolled in a junior college in 1960 and in 1961, and would have to transfer to some other college to obtain a bachelor's degree.

4. About 10 months after completion of high school (April 1961) 6 out of 10 young people not enrolled in school had left their home county. This suggests a scarcity of occupational opportunities within the rural community.

5. Youths enrolled in college in April 1961 were concentrated in colleges within the state, and about 6 out of 10 were enrolled in a college within their home county. Thus, for most persons, college attendance did not entail migration from the local area.

6. Lack of finances was the reason given most frequently by the young persons who had entered but had dropped out of college.

7. Forty-seven percent of the young women not enrolled in college

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[1]This bulletin is based on the results of a cooperative research project of the Farm Population Branch, Economic Research Service, U.S. Department of Agriculture and Brigham Young University.

[2]John R. Christiansen and John W. Payne are members of the Department of Sociology, Brigham Young University, Provo, Utah; James D. Cowhig is a staff member of the Farm Population Branch, Economic Research Service, U.S. Department of Agriculture.

were married by April 1961. The average age at marriage was about 19.

8. The great majority of young women not enrolled in school and not married were employed in April 1961. Most were employed in white-collar jobs.

9. Among young men not enrolled in school in April 1961, about a fifth were working only part-time and none were employed in the white-collar jobs they had aspired to in high school.

In general, rates of college attendance on the part of these rural high school seniors were below those characteristic of the state, and many of those who enrolled in college were attending a two-year college rather than a four-year institution. Early marriage was characteristic of the girls who did not attend college, and young men not in college had experienced difficulty in obtaining full-time employment in the jobs to which they aspired.

INTRODUCTION

Decisions which rural high school graduates must make concerning additional education and training, occupation, marriage, etc., are of concern not only to youths but to the entire society. If youths select courses of action which do not permit them to realize fully their capacities and talents, not only are their own achievements thereby limited but society itself is deprived of their potential productivity.

The importance of the problem has stimulated research directed toward better understanding of the plans and aspirations of rural youths. A previous bulletin reported results of research concerned with the occupational plans and aspirations of youths from Sanpete, Juab, and Sevier counties, Utah, who had finished their senior year of high school.[3] The bulletin analyzed the factors related to the youths' occupational and educational plans. Results showed that more than half of the 287 youths interviewed wanted to attend college, but less than half actually expected to do so. The youths' parents were generally favorable to a college education, and usually desired subsequent white-collar or skilled employment (or marriage for girls) for their children. The reasons given by most youths for not attending college were lack of finances (35 percent), and marriage (20 percent). Among the factors which characterized the rural boys and girls who planned to attend college were the following:

1. Superior high school grades and mental ability.

2. A perception of their families' economic situation as being above average.

3. Strong desire to enroll in college and to secure professional or white-collar employment.

4. Awareness of college as an aid to remunerative employment.

5. Personal contacts with representatives of colleges and universities.

6. Strong encouragement by parents and teachers to attend college; in

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[3]John R. Christiansen, James D. Cowhig, and John W. Payne, *Educational and Occupational Aspirations of High School Seniors in Three Central Utah Counties.* (Provo, Utah: Brigham Young University Social Science Bul. 1, June, 1962.)

particular, encouragement of boys by fathers, and girls by mothers.

7. Active participation in organizations, especially church organizations for boys.

In many respects the conclusions of the earlier Utah study concerning rural youths' occupational and educational plans were similar to findings of other research.[4] To determine the relationship between plans and actual behavior, follow-up studies of the same rural youth were conducted in 1961. Data were collected in these follow-up studies by mail questionnaires and by personal interviews.

Questionnaires were sent to the homes of all the youths from Juab, Sanpete, and Sevier counties who had been interviewed previously. Completed questionnaires were returned from 85 percent of the 287 homes to which they were mailed. These questionnaires provided information on the youths as of the spring of 1961.

A second source of data for the follow-up study was personal interviews with boys and girls who had participated in the initial study and were enrolled in college. These interviews were conducted in May of 1961 in the four colleges in which 81 percent of college students were enrolled: Snow College, Brigham Young University, Utah State University, and the University of Utah. About 95 percent of all youths previously interviewed and enrolled in the four colleges were reinterviewed. Information was obtained on the students' major field of study, educational costs and aspirations, social activities, and attitudes toward education.

Information also was obtained from students who had enrolled in college in the fall of 1960, but were not in college in the spring of 1961. These college drop-outs were sent an additional questionnaire which elicited information concerning their occupation, marital status plans for the future, and attitudes toward college and education. This questionnaire was returned by 15 of the 18 persons who were enrolled in college in October 1960 but not in April 1961. With the exception of the fact that more girls (91 percent) than boys (79 percent) responded to the follow-up questionnaires, there were no significant differences between respondents and nonrespondents on measures related to the socioeconomic status of the youths' families or the academic standing of the youths in high school.

College Enrollnent, October 1960 and April 1961

This bulletin describes the educational and occupational status in April 1961 of rural youths who had been high school seniors in 1959. Major emphasis is placed on a comparison of youths enrolled in college with those not enrolled and limited data are presented on youths who dropped out of college between October 1960 and April 1961. In August-September 1960 exactly half of the 148 boys and 40 percent of the 139 girls interviewed planned to attend college in the

[4] See James D. Cowhig and Charles B. Nam, "Educational Status, College Plans, and Occupational Status of Farm and nonfarm Youths: October, 1959," *Farm Population.* U.S. Departments of Commerce and Agriculture Series Census-ERS (P-27), No. 30 (Washington: Bureau of the Census, August, 1961).

fall. By October 1960 47 percent of the boys and 27 percent of the girls actually had enrolled in college (Table 1).[5]

TABLE 1.—Percent of 1959 high school seniors in three central Utah counties enrolled in college, October 1960 and April 1961, by sex.

Sex	Number	Percent	October 1960	April 1961
		Total*	Percent enrolled in college*	
Both sexes	243	100	37	29
Male	117	100	47	36
Female	126	100	27	23

*Based on responses from 85 percent of all persons (79 percent of all males and 91 percent of all females) who were high school seniors in 1959.

The large majority of boys (94 percent) and girls (91 percent) who reported plans to attend college in the initial interview actually had enrolled in college by October 1960. A small proportion (4 percent) of both boys and girls who had not planned to attend college had enrolled. The close correspondence between plans and attendance is due largely to the fact that the youths were first interviewed only shortly before the time of college enrollment.

College enrollment rates in April 1961 were substantially lower than in October 1960. About 78 percent of persons enrolled in October 1960 were still in college 7 months later, and college retention rates for females (85 percent) were higher than for males (77 percent).

In October 1960 90 percent of the boys and 94 percent of the girls enrolled in college were attending colleges located within the state, and a majority of both sexes were enrolled in Snow College, a junior college located in Sanpete County (Table 2). In April 1961 55 percent of the males and 66 percent of the females in college were enrolled in Snow College. For most of these persons, their college education will be limited to two years, rather than the full four-year course of study. It is possible, of course, that some students may transfer to a four-year college or university.

The average cost for the first year of college, as estimated by the student, was $685. Lower average costs at Snow College ($572) plus the opportunity to live at home while attending school probably were important considerations in the student's selection of a college. This suggestion is consistent with the results of the

[5]These percents are based on youths responding to the follow-up study questionnaire. Even if none of the nonrespondents had attended college, college enrollment rates would have been 31 percent for all youths, 37 percent for boys, and 24 percent for girls. These conservative estimates of college attendance compare closely with results of a national survey which showed that about a third of all rural high school graduates enrolled in college in 1960. See Charles B. Nam and James D. Cowhig, "Factors Related to College Attendance of Farm and Nonfarm High School Graduates: 1960." *Farm Population.* Series Census-ERS (P-27) No. 32, June 15, 1962, p. 14, table 5.

initial interviews which showed that nearness to home and financial expenses were the most important bases on which the student selected a college.

TABLE 2.—Percentage distribution of 1959 high school seniors in three central Utah counties by college in which enrolled, October 1960 and April 1961.

College in which enrolled	October 1960			April 1961		
	Total	Male	Female	Total	Male	Female
Total						
Number	89	55	34	71	42	29
Percent	100	100	100	100	100	100
Enrolled in						
Snow College	55	52	58	59	55	66
Brigham Young University	13	13	12	13	17	7
Utah State University	10	7	15	13	9	17
College of So. Utah	9	11	6	8	9	7
University of Utah	3	4	3	4	5	3
Other	10	13	6	3	5	—

There was a significant difference between the sources of financial support for college as anticipated by the student and the way in which he actually paid for college. In the initial interviews, savings and scholarships were named as the principal sources of support for college, but the students actually enrolled in school reported that financial support from their parents and the students' own work were the major sources of funds.[6] For example, about 25 percent of the persons enrolled in college held part-time jobs at which they averaged 11 hours of work per week.

Student preferences as to major fields of study had not changed significantly between the initial interviews and the spring of 1961. For boys, the most popular fields of study remained engineering, physical science, and education. Girls preferred business and education, both prior to college entrance and after early college experience. It should be noted that the students had only limited college experience and that changes in major fields of study are probably dependent upon a longer exposure to the specific subject matter.

Plans to Interrupt College Education

Owing to the various needs and interests, it is not uncommon for interruptions to occur in college careers. Less than half of the boys (44 percent), but nearly all (91 percent) of the girls planned to continue their college education without interruption. Of the boys in college, 42 percent planned to interrupt their college careers to serve on missions for the Church of Jesus Christ of Latter-day

[6]Results of a national study conducted in October 1959 showed that about half of all persons enrolled in college depended on their parents and their own work for financial support in college. (James D. Cowhig and Charles B. Nam, *Ibid.*, p. 21, Table 4.)

Saints.[7] Military service and work were the principal reasons given by other boys for dropping out of college for a time. The few girls who planned to interrupt their college careers were going to work or get married. Although service on missions for their church probably would not involve as many boys as military service, missionary service would interrupt college careers longer because of the relative flexibility of military reserve programs and deferment possibilities for college students.

Reflections on High School Experiences

As a result of their college experience, it might be expected that the students would view their previous educational opportunities in high school differently. This was demonstrated in the follow-up study. For example, the students' evaluation of the amount of discipline exerted by their high school teachers had changed. Prior to entering college, 56 percent of the boys and girls considered the amount of discipline maintained by high school teachers as "about right." After about one year of college only 36 percent of the boys and girls considered the discipline as "about right" and 64 percent of the students considered the discipline exerted in high school by teachers as "not strict enough."

There were no significant changes in the students' opinions concerning the content of their high school curricula. Neither had any significant change occurred in the students' opinion regarding the value of a college education for them, nor in their liking of high school during their last year. All of the students in college still believed that a college education would be valuable to them, and about three-fourths (74 percent) of the students in college reported that they had liked high school "very well."

Social Participation in College

Most of the Juab, Sanpete, and Sevier County boys and girls had participated in some type of social organization during their senior year in high school, and almost half (45 percent) of the boys and girls in college belonged to some type of social organization or club connected with the college. A much higher percentage of girls (73 percent) than boys (25 percent) had joined such organizations. The organizations most frequently joined were religious organizations, and vocational or academic organizations such as the Engineers Club or Home Economics Club, and social fraternities or sororities.

About three of every five students (59 percent) were enrolled in religion classes sponsored by the Church of Jesus Christ of Latter-day Saints at institutes adjacent to all college campuses in Utah or, in the instance of Brigham Young University, by the university itself. These classes are similar to the seminary classes which are held in conjunction with high schools in Utah and some adjacent states.

[7] Most students planning to interrupt their college careers gave 24 or 30 months as the length of time during which they would be out of college. These times are identical with the typical lengths of mission service in the Mormon Church, the longer time period being the usual service period for missionaries serving in countries where a foreign language is spoken.

About 88 percent of the college students had attended a church meeting in the four weeks preceding the follow-up interview. The attendance of girls at church meetings had not changed from the four-week average of 7.3 in the fall of 1960. The average monthly attendance for boys, however, had increased from 5.3 to 7.0 meetings.

Attendance at church activities[8] depended on the activity involved. On the average, college students had attended Sunday School, Sacrament Meeting or Priesthood Meeting two times each during the four weeks prior to the interview.

Occupational and Educational Plans and Aspirations

Results of a U. S. Office of Education surve yshowed that approximately 11 per cent of the freshmen left the institution of their choice before the second registration period and that by the end of the first year 28 percent had dropped out.[9] Fewer than 40 percent of the entering students from the institution or original enrollment actually graduated. Thus, it appears that completing college is a considerable problem for students.

Not all freshman college students from Juab, Sanpete, and Sevier counties wanted, or expected, to return to college in the fall of 1961. Of the students interviewed in the spring of 1961, 77 percent *wanted* to return to college in the fall; 11 percent hoped to be on missions for their church; 6 percent wanted to get a job in the fall; and 6 percent wanted to get married. However, 79 percent actually *expected* to be in college in the fall; 12 percent expected to be serving on missions for their church; and 9 percent expected to be working on a job.

Students' plans to attend a specific college in September 1961 were very similar to their actual enrollment in April 1961. Most students (66 percent) expected to attend Snow College in the fall of 1961. Of the remaining students, 14 percent expected to attend Utah State University, 11 percent planned to be at Brigham Young University, and 9 percent expected to enroll at the University of Utah in September 1961.

There was considerable agreement among students as to what they would *like* to be doing four years hence. Almost half (48 percent) wanted to be working in four years; 27 percent wanted to be in college; and 25 percent (all females) wanted to be married. Most of those wanted to be working in four years preferred professional, managerial, or technical positions. Nearly half (13) of the 28 students who wanted to be in college in four years wished to attend Utah

[8]Almost without exception the youths appeared to be involved in Mormon Church activities which primarily involve (1) Sunday School—A Sunday morning religious instructional program for all ages, (2) Sacrament Meeting—A Sunday afternoon or evening service consisting of participation in communion or "the Sacrament" and preaching, (3) Priesthood Meeting—A business and instructional meeting for boys and men having administrative responsibilities in the church, (4) YMMIA and YWMIA—the Young Men's or Young Women's Mutual Improvement Association; a social, recreational week-day organization, and (5) Relief Society—a women's service organization.

[9]Robert E. Iffert, "Drop-Outs: Nature and Causes, Effects on Student Family, and Society," *Current Issues in Higher Education, 1956,* National Education Association, 1956, pp. 94-102.

State University; about one-fourth (6) wished to attend Brigham Young University; and one-fourth (7) hoped to attend the University of Utah. Persons who hoped to be in college in four years probably would be in graduate school or making up for interruptions in their college careers.

TABLE 3.—Percentage distribution: Place of residence in April 1961 of persons who were high school seniors in three central Utah counties, by sex and college enrollment status.

College enrollment Status and Sex	Total Number	Total Percent	Place of residence, April 1961: At Home	In Same County Not at Home	Salt Lake County	Elsewhere in Utah	Out of State
Enrolled in college							
Total	71	100	31	32	6	31	—
Male	42	100	38	21	5	36	—
Female	29	100	21	48	7	24	—
Not enrolled in college							
Total	172	100	28	10	35	10	17*
Male	75	10	45	4	21	7	12*
Female	79	100	15	15	45	13	12*

*Includes two cases for which no information was obtained.

What the students actually *expected* to be doing in four years was not markedly different from what they hoped to be doing. About one-third (35 percent) expected to have jobs; two-fifths (39 percent) expected to be in college; one-fifth (21 percent) expected to be married; and about one in twenty (5 percent) expected to be in the armed service. The majority of those expecting to be on jobs in four years anticipated having professional, managerial, or technical positions. However, about one in six expected to be holding clerical jobs. Nearly all of the 40 youths expecting to be attending college in four years planned to attend Utah State University (38 percent), Brigham Young University (30 percent), or University of Utah (25 percent). A comparison of what the students *expected* to be doing with what they *wanted* to be doing in four year showed that fewer expected to be on jobs or to be married than wanted to be and that more expected to be in college or in the armed service than wanted to be.

Residence in April 1961

All of the youths still in college in April 1961 were enrolled in a college located within the state and were residing in Utah (Table 3). Although some of those not responding to the

follow-up questionnaire and in college may have been enrolled in out-of-state institutions, the great majority of college students were attending a Utah college. Six out of 10 college students were living in their come county; most of these were enrolled in Snow College in Sanpete County. Thus, for most college students, college attendance meant a change in residence, but did not entail a move out of the county.

Among the reasons for continued residence of college students within the state are the easy accessibility to colleges; the lower tuition costs for Utah residents at schools within the state; and the savings to the student by continuing to live at home. If it is assumed that the experience of college students will resemble that of youths who did not enroll in college (described below), then a majority of all youths will have left their home locality after finishing school. The expressed desires of college students for white-collar jobs make it unlikely that many can be expected to find such jobs within the home community. If they are to realize their occupational aspirations, many will have to seek employment in other areas.

College Dropouts

A number of studies have shown that the characteristics of students who leave college before graduating differ from those of students who graduate. One study found that students who completed college generally were those whose families had higher-than-average incomes and whose academic standing in high school was relatively high.[10] Students themselves gave many reasons for leaving college, with academic difficulties, finances, and military service most common. At the time of leaving college, 60 percent of the students who dropped out planned to return.

As the Amherst experience shows, more selective admission practices reduce academic failures.[11] In that school only 65 percent of the prewar classes graduated, but about 88 percent graduate today; only a small proportion of the drop-outs are caused by academic faillure.

This section describes the characteristics of the boys and girls in this study who dropped out of college before completing their freshman year. The small number of dropouts (18) precludes detailled analysis. Ten of the 15 dropouts were males. The average (mean) age of the boys and girls who dropped out of college during their freshman year was 18.9 years. Only one of these youths, a girl, was married. Six of the 10 boys but only one of the 5 girls were working at the time they returned the questionnaires.

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[10]Robert E. Iffert, "Study of College Student Retention and Withdrawal," *College and University*, 31., 1956, pp. 435-45, in Elwin D. Farwell, Paul A. Heist, and T. R. McConnel, "Colleges and Universities—Student Population," *Encyclopedia of Educational Research*, ed., Chester W. Harris (New York: Macmillan Co., 1960), pp. 295-97.

[11]Charles W. Cole, "A Decade of Development at Amherst," *School Society*, 85, 1957, pp. 224-26, in Elwin D. Farwell, Paul A. Heist, and T. R. McConnell, "Colleges and Universities—Student Population," *Encyclopedia of Educational Research*, ed. Chester W. Harris (New York: Macmillan Co., 1960) pp. 295-97.

The boys who were working were employed in farmer, laborer, and sales jobs, whereas the one girl who was working was in a clerical job.

Of the 8 youths who were not working, one girl was keeping house, 2 girls were attending vocational schools, and the remainder were doing "other" things, and were not looking for work.

Reasons for Leaving College

The reasons given for leaving college by students from Juab, Sanpete, and Sevier counties were similar to those given by students in the study cited earlier in that lack of money for school was the reason given by 7 of the 15 students who dropped out of college.

Three of the boys gave service on a mission for their church as their reason for dropping out. The 5 other persons gave various reasons for dropping out including marriage, poor health, and lack of interest in college. Financial problems, therefore, appear to be the most frequently given reason by students for leaving college.

Plans for Fall 1961

The dropouts' occupational plans for the fall of 1961, when they would have begun their sophomore year in college, varied a great deal. Five of the boys said they intended to be serving on missions for their church. Four of the boys planned to return to college, and the remaining boy planned to attend a vocational school. Two of the five girls who dropped out planned to get jobs; two planned to go to vocational schools, and one girl planned to get married.

Personal Perceptions

The students' perceptions of their financial standing, mental ability, need for a college education, etc., may very well influence their behavior concerning college.

Few of the students who dropped out of college considered themselves to be "above average" compared with other students in their college class. In their mental ability high school preparation, knowledge of college life before entering, and financial ability to pay for college, the college dropouts considered themselves to be about average compared with their college classmates. In regard to their own motivation to attend college, their parents' estimate of the importance of college, and their families' position in the community, students who withdrew from college perceived themselves to be below average. The youths' own motivation toward educational achievement, together with parental motivation—factors which were shown to be related to college plans in the preceding report—appear also to be important factors related to withdrawal from college.

Youths Not Enrolled in College, April 1961

In contrast to the experience of youths enrolled in college, over 60 percent of those not enrolled had left their home county by April 1961 (Table 3). Young men, more frequently than young women, were living at home or out of state. The ma-

jority of girls who had left the county were residing in Salt Lake County. These changes in residence by those not in school reflect, in part, the necessity for the youths to seek employment outside of the local community. Thus, the fact that a larger proportion of females than males had left the county may have been due to greater availability of clerical and sales jobs in the metropolitan area of Salt Lake County than in the local area. For males, farm employment was available on the family farm enterprise; but nonfarm jobs often had to be sought elsewhere than in the local area.

By April 1961 38 of the 81 young women (47 percent) not enrolled in school were married and 15 also were working.[12] Thus, a substantial proportion of the young women not enrolled in school had married within less than a year of high school graduation when they were about 19 years old. In contrast, only 10 of the 62 young men (16 percent) not in school had married.

All but 2 of the 38 young women not in school and not married were employed in April 1961, and 29 were working full time. Most (24) were employed in some type of white-collar job (retail sales, clerical, etc.) and the remainder were in some kind of manual or service work (machine operative, waitress, etc.)

The labor force status of the young men not in school is shown below.

Labor force status of young men, April 1962	
Total	62
Employed full-time	34
Manual and service workers	28
Farm workers	6
Employed part-time	13
Manual and service workers	5
Farm workers	8
Military service	12
Church mission	3

Excluding those in military service or on a church mission, it can be seen that none of the young men were employed in white-collar jobs—occupations to which most of them had aspired in high school. In addition, about a fifth were employed only part-time, mostly in farm jobs.

Several facts stand out from this description of the young persons not enrolled in school. One is the high proportion of young women who married at a comparatively early age; second is evidence that young men were not able to secure the type of occupation they had desired; third, that a number of the young men were unable to secure full-time employment. In line with the experience of most young males entering the labor force for the first time, these rural youths experienced difficulty in obtaining comparatively higher status white-collar jobs and some difficulty in obtaining full-time employment.

Although many of these young men will move on to other jobs, the occupations available to them will be more limited than those available to persons who complete their college education. In other words, the young men who were not in college began their work careers at a lower position than will most of those who complete college.

[12]Returns from the follow-up study were received for 66 of the 75 boys and 81 of the 97 girls not enrolled in college in April 1961. This discussion is based on complete information for 62 of the 75 boys and 81 of the 97 girls who were not enrolled in school in April 1961.